



Early Journal Content on JSTOR, Free to Anyone in the World

This article is one of nearly 500,000 scholarly works digitized and made freely available to everyone in the world by JSTOR.

Known as the Early Journal Content, this set of works include research articles, news, letters, and other writings published in more than 200 of the oldest leading academic journals. The works date from the mid-seventeenth to the early twentieth centuries.

We encourage people to read and share the Early Journal Content openly and to tell others that this resource exists. People may post this content online or redistribute in any way for non-commercial purposes.

Read more about Early Journal Content at <http://about.jstor.org/participate-jstor/individuals/early-journal-content>.

JSTOR is a digital library of academic journals, books, and primary source objects. JSTOR helps people discover, use, and build upon a wide range of content through a powerful research and teaching platform, and preserves this content for future generations. JSTOR is part of ITHAKA, a not-for-profit organization that also includes Ithaka S+R and Portico. For more information about JSTOR, please contact support@jstor.org.

ability to meet them, if she really cares to provide adequate school conditions.

The educational program provides for the recognition of education as a function of the state rather than of the city, and for the appointment of a board of education that will recognize the folly of attempting to perform the administrative work of a professional school executive. Studies of the progress pupils have made demonstrate clearly that they do not complete the seven year elementary school course in Atlanta in any less time than is required elsewhere for the more usual eight year elementary school course. The K-6-3-3 plan of organization, with a maximum of variety in the junior high school curriculum is strongly urged. Sound recommendations are also made regarding the conduct of school business, enforcement of the attendance laws, improvements in the salary schedule, and the like. Unfortunately no objective measurements were made, in this survey, of the educational achievements of pupils.—M. R. T.

GLEE AND CHORUS BOOK FOR MALE VOICES. By Towner and Hesser.

Silver, Burdett and Co. announce the publication of *Glee and Chorus Book for Male Voices*, by Towner and Hesser. Mr. Towner is Director of Music in the public schools of Fresno, California, and conductor of the Fresno Symphony Orchestra. Mr. Hesser is Director of Music in the public schools of Indianapolis, Indiana, and director of the Indianapolis Community Chorus. Both men are skillful and highly trained musicians who have had wide experience with groups of men's voices, and it is inevitable that their book should contain valuable material for this purpose.

The songs are of many types: folk songs, patriotic and devotional songs, humorous songs, selections from various operas, and part-songs and choruses of various types. The material is of a high order, and contains the best collection for male voices which has come to our notice.

Probably the most valuable feature of the book is to be found in the arrangement of the songs presented. There are unison songs for treble voices, unison songs for bass voices, two-part songs, three-part songs, four-part songs and various provisions for solo voices in connection with choruses.

The range of the songs and the limitations of immature male voices have been carefully considered, so that practically all of the songs in the book are suitable for high school use. At the same time the book has sufficient and varied intrinsic interest to make it suitable for college use and use by mature male choruses.—PAUL JOHN WEAVER.

MANNERS AND CONDUCT IN SCHOOL AND OUT. By the Dean of Girls in Chicago High Schools. Allyn and Bacon, New York, 1921, pp. 28.

This is a little book dealing, as the title implies, with the problem of teaching boys' and girls of the high school age correct social and civic habits. The author believes that boys and girls develop correct social habits, just as they develop correct habits of playing outdoor games and sports—by learn-

ing the rules. This little book is limited to only a few of the many situations where manners are particularly desirable; but would be useful as a guide in the discussions on manners and conduct.—R. A. D., Jr.

ACTUAL BUSINESS ENGLISH. By P. H. Deffendall, Supervisor of English, Continuation Schools, St. Louis, Mo. The Macmillan Co., New York, 1922. pp. 201.

Most books entitled "Business English" are made up with illustrations taken from literary masterpieces. Not so with this book. Mr. Deffendall's illustrations are taken from the most practical and successful business men in the United States today. The most obvious thing to be noted is that the author has dealt strictly with what the title implies—business English. The author has carefully selected a list of the more common errors of American speech, with the corrected forms. Dr. Charters' study of pupil's errors, and other studies, besides a list of his own have been used in the compilation of this. The main object of the book is the teaching of correct English, and as a foundation for this, the first few chapters are devoted to a general review of some of the more important essentials of grammar. Unity, coherence, and emphasis have been emphasized, as well as the correct usage of English. The aim has been all the way through, to train the student to express himself in clear, concise, and forceful language, both in oral and written expression. This book is intended for any person who desires to learn to use business English effectively, and should make a strong appeal to teachers of Business English in the high school.—R. A. D., Jr.

LECTURAS ELEMENTALES. By Max A. Luria, Head of the Department of Spanish Dewitt Clinton High School, New York City. The Macmillan Co., 1922. pp. 233.

The aim of this volume, according to the author's preface, is to "present a stimulating and interesting medium for greater and more spontaneous activity on the part of the pupil, with the teacher in the background as the guiding force." This is essentially a reading book, and is devised primarily for use in the latter part of the first semester, and the second semester of the senior high school. The reading matter, and the class exercises in connection with it have been planned with the idea of supervised recitation. The book is well planned. It begins with simple, easily comprehended phrases, and gradually works its way into longer and more complicated sentences. The sentences, however, never reach any great degree of difficulty. The verb has been especially emphasized, and the vocabulary is made up of well chosen words.—R. A. D., Jr.

NEW LABORATORY MANUAL FOR GENERAL SCIENCE. By Lewis Elhuff, Science Department of the Westinghouse High School, Pittsburg, Pa. D. C. Heath Co., New York, 1921. pp. 93.

This little manual consists of a large number of projects, to be used in the laboratory in connection with a course of general science. The projects fall into three groups, as follows: (1) demonstrations by the teacher; (2) demonstrations by the teacher assisted by pupils or selected pupils; and (3) individual projects, some of which are to be done in the school laboratory and the others in the home and in the field observing natural phenomena. By reason of the large number of problems offered, this book has an especial advantage, in

that it makes possible the privilege of selection. Naturally, some problems would appeal more to the interest of girls, while others would be of more interest to boys. This manual, while written primarily to meet the demands of Mr. Elhuff's "General Science" can profitably be used in connection with any general science course.—R. A. D., Jr.

COMMA BOOK. By C. H. Ward, the Taft School, Watertown, Conn., and H. Y. Moffet, the University High School, Iowa City, Iowa. Scott Foresman and Co., New York, 1922. pp. 19.

The purpose of this little handbook is to teach the correct use of the comma, intended to be used in connection with "The Junior Highway to English," written by the same authors. It consists of a series of illustrative sentences, showing the many different situations in which the comma is used. The pamphlet is so designed as to give the student a general review at the end of every four or five exercises—thus emphasizing drill, which conforms to the principles of good psychology.—R. A. D., Jr.

RECOMMENDED ENGLISH READINGS FOR HIGH SCHOOLS. Compiled and edited by Rowena Keith Kayes, Head of the Department of English, Hearen High School, New York City. Noble and Noble Co., New York, 1922. pp. 64.

"A great problem in English teaching is the correlating of 'supplementary' or home reading with 'required' reading." To make such reading also harmonize with the pupil's natural bent and become a true cultivation of the love of reading—progressive term by term—this is the newly recognized and baffling objective that English teachers face today. The author's preface gives clearly the purpose for which the book was written. The purpose is to provide for each half year in the four years of the high school course a list of books adapted to the age of the pupils, and so grouped as to suggest a special interest every term. One or two main interests have been assigned to each term to give a certain amount of unity to the reading. These are summarized as follows: 9th year, first half, Chivalry; 9th year, second half, Mythology; 10th year, first half, Shakespeare's Comedies; 10th year, second half, American Fiction and Poetry; 11th year, first half, Essays; 11th year, second half, the 19th Century Novel; 12th year, first half, 20th Century Novel, non-dramatic poetry; 12th year, second half, Modern Drama. Thus it may be seen that these topics have been arranged partly in accordance with the growing capacities of the young people, partly with the purpose of establishing standards, partly in order to group reading about the books prescribed by college-entrance requirements. This book is an excellent guide for both teacher and student of English, and many valuable suggestions are offered to the student for obtaining the best results during his reading hours.—R. A. D., Jr.

HIGH SCHOOL GEOGRAPHY. By R. H. Whitbeck, Professor of Geography in the University of Wisconsin. The Macmillan Co., 1922. pp. 577.

Within recent years, two ideas stand out in the discussions of secondary school geography: (1) "that the geography of the secondary school ought to be humanized; (2) that the influence of geographical environment upon man's mode of living, and upon his principal activities should always be in the foreground." Accepting these ideas, the author has undertaken

to provide a brief course in geography in harmony with them. He looks upon geography as not simply a study of man's physical environment, nor a study of selected human activities; but rather as a study of both, and their interrelation and interdependence. Thus, the chapter on Materials of the Earth's Crust is followed by one on Mineral Resources and Industries of the United States; the one on Weathering, which includes soil production, by another on the Agricultural Industries of the United States. The chapter on the physical features of rivers is followed by a chapter on the historical and economic aspects of American rivers. Part II of the book consists of four chapters devoted to Latin America, the British Empire, Continental Europe, and China and Japan. In planning the book, the author's aim has been to provide exercises, problems, and questions, which call for comparison, observation, reasoning, judging, and generalization. The exercises aim to give the pupils experience in topical recitations, in the use of reference books, and in making excerpts, extracts, etc.—R. A. D., Jr.

INDUSTRIAL HISTORY OF THE UNITED STATES. By Louis Ray Wells, Mechanics Art High School, Boston. The Macmillan Co., 1922. pp. 584.

In this text, Mr. Wells' plan is topical rather than chronological. While there is a considerable overlapping of events (which is almost impossible in a text of this kind) the author has made it possible to distinguish four major periods of development, divided as follows: (1) the colonial period of simple domestic economy, and of dependence upon foreign trade, extending from the early colonial days to 1763; (2) the period of transition from colonial to national economic life, 1763 to about 1825; (3) the period of national consolidation and isolation, 1825 to 1860; and (4) a period of readjustment, marked by combination and organization, growing out of severe competition. Emphasis has been placed upon three principal ideas, first among which was the effect upon people of a constantly moving frontier. Closely connected with the expansion of the people, was the promise of natural resources. A third point of emphasis is the effect of national unity. The author has emphasized the way in which things have been done, rather than the amount done. It may well be called a "qualitative rather than a quantitative analysis."—R. A. D., Jr.

AMPARO. By M. L. Ray and R. A. Bahret, Washington Irving High School, New York. The American Book Co., New York, 1922. pp. 326.

Amparo is an ideal book for the second year of a high school course, or for a first year college class. Its extreme simplicity of construction, and unusually practical vocabulary, make it much more adaptable to class room use than the ordinary novel. Amparo was taken from the works of Perez Escrich, who is little known in America, except as the author of the widely read tale, *Fortuna*, but who was probably the most popular writer in Spain during his lifetime.—R. A. D., Jr.

VEINTICINCO EPISODIOS BIBLICOS. By A. Marinoni and J. I. Cheskis, Professors of Romance Languages, University of Kansas. The Macmillan Co., New York, 1922. pp. 73.

This book is especially adaptable to class work in conversation and composition because of its simplicity of construction, and the ready familiarity of the students with the material. It could also be made profitable to students of somewhat advanced standing in Spanish.—R. A. D., Jr.